

School District #75 (Mission)
Public Meeting of the Committee of the Whole
Agenda

September 15, 2020, 3:30 pm

In-person: Heritage Park Middle School - Cafetorium, 33700 Prentis Avenue

Via-videoconference: Email aleksandra.crescenzo@mpsd.ca for details

Pages

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

4.1	Monthly Curriculum Update	Information	1 - 2
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5. UNFINISHED BUSINESS

5.1	Indigenous Language Education Policy	Information	3
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5.2	Hiring Practice for Women in Trades	Discussion	4
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5.3	BCSTA / FNEESC Conflicting Conference Dates Motion	Action	5 - 6
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6. STAFF REPORTS

6.1	School Opening Report	Information	7
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6.2	Summer Learning Program	Information	8 - 10
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7. NEW BUSINESS

7.1	Holding Seats for Students during COVID-19	Action	11 - 12
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7.2	CotW and Board meetings during COVID-19	Discussion	13
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7.3	Anti-Racism Policy	Action	14
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7.4	Strategic Plan Review	Discussion	15 - 26
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8. MINUTES OF PREVIOUS MEETINGS

8.1	Special Committee of the Whole meeting minutes dated August 25, 2020	Action	27 - 30
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9. INFORMATION ITEMS

9.1	Superintendent's Memo to Parents & Education Options		31 - 33
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10. ADJOURNMENT

ITEM 4.1 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Curriculum Update September 2020

1. Summary:

A variety of learning opportunities are planned for teachers, in alignment with our Strategic Plan and Ministry restart plans during Covid.

In addition to their district-wide work, mentor teachers are also assigned to specific sites (.2 FTE). Three foundational areas will be included as everyone's work:

- Assessment
- Social emotional learning
- Indigenous worldviews and perspectives

2. Background:

Teachers were surveyed in June regarding pro-d topics they are interested in for 2020-2021. Areas of learning were also identified based on questions from teachers during suspension of in-class instruction. Areas of high interest were assessment, social emotional learning (particularly emotional literacy), mathematics, First Peoples Principles of Learning, and use of technology. Teachers were specifically interested in assessment and learning in remote/hybrid learning environments.

Because of current restrictions on numbers of people in spaces, most of the sessions will take place on-line.

3. Options:

- Continuation of Joyful Literacy (including strategies for remote learning if needed)
- Continuation and expansion of Novel Approach (including strategies for remote learning)
- Formative Teaching and Learning (assessment and essential learning in full class and in remote learning)
- Math book club, PLCs
- Indigenous worldviews and perspectives
- Social Emotional Learning

4. Analysis and Impact:

a. Strategic Plan Alignment

i. Honouring Culture & Territory:

1. Embed Indigenous worldviews and perspectives, specifically of the Sto:lo, into the curriculum using best pedagogical practices.

ii. Future Orientation

1. Application of technology to enhance learning across curricular areas.

iii. Effective Learning Environments

1. Students and employees embrace physical, mental, and emotional wellness.
- iv. Quality Teaching and Leadership
 1. Teachers adapt to the rapidly changing educational environment and needs of students.
 - a. Providing professional learning and collaboration opportunities for staff to support students.
 - b. Enhancement Agreement (EA)
 - i. The foundational areas supported by mentor teachers (social emotional learning and Indigenous worldviews and perspectives) support learning areas outlined in the EA:
 1. Honouring Relationships and Kin Connections (What does it mean to be in relationship with ourselves, with others, and the land?)
 2. Creating and Maintaining Safe Learning Environments (How are kin connections nurtured in a school environment? What does a safe school environment look like and feel like?)
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Indigenous Language Education Policy

1. Summary:

Following the approval of a motion regarding an Indigenous Language Policy, the Superintendent presented a draft policy at the Committee of the Whole meeting in February 2020. The draft policy was reviewed and as the next course of action, the policy was to be shared with Indigenous Communities and at the next Aboriginal Council Gathering.

The draft policy was shared but there was a much-reduced level of involvement of Band member/ Elders through COVID. At the request of the Advisory and Band members, many items were tabled to the fall.

The draft policy will be added to the agenda for the September Advisory, and it may be included in the Equity Scan conversations as well.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Hiring Practice for Women in Trades

1. Summary:

The Board approved a motion October 2019 that supported policies and hiring practices for gender neutral language. The motion also requested that Staff provide some recommendations on policies for hiring practices for Women in Trades with the School District.

Human Resources staff are currently reviewing all postings templates to acknowledge inclusion and indigenous perspectives.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.3 Action

TO: Committee of the Whole
FROM: R. Cairns, Vice-Chair
SUBJECT: BCSTA and FNEESC Conflicting Conference Dates

Recommendation

THAT the following motion be forwarded to the Public Board meeting on September 22, 2020.

Whereas the work of BCSTA and FNEESC require the participation and attendance of School District Trustees;

AND WHEREAS the BCSTA AGM and the FNEESC Annual Indigenous Education Conference have been scheduled for the same weekends in the past;

Therefore, be it resolved that BCSTA work in conjunction with FNEESC to minimize or eliminate the overlapping of events that require Trustees to choose between the two events.

1. Summary:

The motion was originally approved at the Public Board meeting on January 21, 2020 and was forwarded to the British Columbia School Trustees Association to be debated at the AGM. Due to COVID, the AGM was cancelled, and the motion was not addressed. The motion is being brought forward one more time to be resubmitted to the BCSTA for debate at this year's AGM.

2. Rationale:

The First Nations Education Steering Committee Conference over many years has been on the same dates as the BCSTA Trustee Academy. I believe one year both groups tried to connect the two conferences. What now is concerning if a Trustee or Board wants to be an Indigenous ally, they have to decide which conference to attend. If we truly embrace Truth and Reconciliation and want to improve educational outcomes for Indigenous students, we should listen to concerns and strategies at FNEESC.

I know elders in the Mission School District notice if I do not attend as they also believe in my support when I do attend.

3. Background:

4. Options:

5. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
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6. Public Participation:

7. Implementation:

8. Attachments:

ITEM 6.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: School Opening Report

1. Summary:

The Superintendent will provide a tentative report on School Opening for 2020, including enrollment, growth of DL, bussing, held seats, international students, and other factors unique to 2020. As data will be collected on the day of the meeting, no attachments are included.

2. Background:

The Superintendent traditionally reports on information like enrollment later in the month, but this year is especially unique, and some broad picture of the developments, complications, and issues of this September will assist the Board in later decision making.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Summer Learning Program

1. Summary:

Attached is a report from Kelly Hennessey relating to this year's Summer School program at MSS. While this was an unusual year (classes were capped at 14), causing the program to essentially cost more, overall, it was a success, with almost all students successfully completing their course of studies, getting them on track to graduate on time.

2. Background:

MPSD established a limited summer school program for grades 9 and 10 several years ago to better support the transition to senior secondary school and to help improve Mission's overall graduation and completion rate.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
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5. Public Participation:

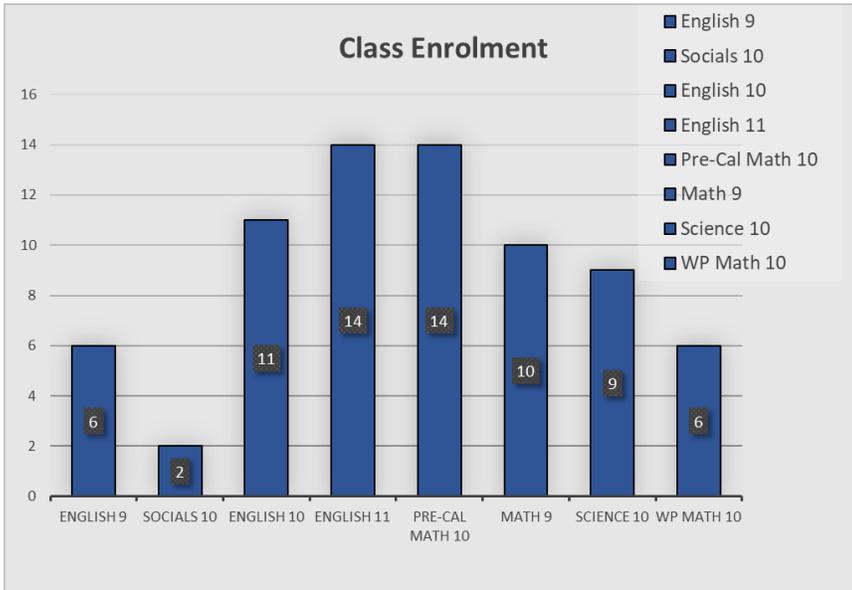
6. Implementation:

7. Attachments:

- a. Summer School Summary Data

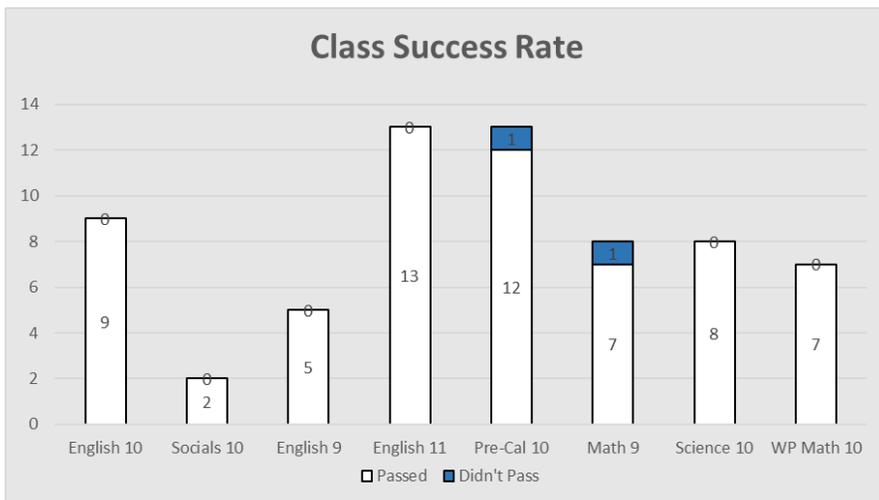
Summer School Summary Data 2020 (from a document prepared by K Hennessey, Summer School Principal, July 31)

Summer School ran from Monday, July 6th to Friday, July 31st, 2020 with classes running from 8:30-10:30am and 10:45-12:45pm at Mission Secondary School- Lower B Wing with a staff of 6 (4 instructors, 1 administrator and 1 clerical support worker) utilizing 5 classrooms. Students and families were recommended to the program via email and phone calls by teachers, counsellors and administration as early as June 18th and up until July 6th. The brochure/application form was available on SD75 website, onsite at MSS and digitally emailed to parents of at risk-students. Applications were then submitted digitally to MSS' office or dropped off to MSS. On June 23rd, though originally scheduled/advertised, the second section of English 10 was replaced by English 11 to give the opportunity to 37 MSS students who didn't successfully complete English 11 during the Sept-June school year. These students and their families were called by Summer School Principal, Kelly Hennessey, and notified of opportunity to participate. Finalized classes offered were Social Studies 10, English 10, English 9, English 11, Pre-Cal Math 10, Math 9, Science 10 and WP Math 10 and serviced 60 at-risk students (7 with IEPs) on opening day; 57 on closing day.



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English 10, English 9, English 11, Pre-Cal Math 10, Math 9, Science 10 and WP Math 10 and serviced 60 at-risk students (7 with IEPs) on opening day; 57 on closing day.



Due to Ministry COVID Protocols, classes were limited to 14 students each. Students and staff signed in and out from Lower B Wing and were required to complete Daily Digital Health Checks before gaining entry into the building. Records of Daily Health Checks have been digitally archived and Sign-in/out records have been submitted to The MSS Office. Interim progress reports were distributed to students and emailed home on Friday, July 17th. Report cards were handed into the Board Office by 3pm to be mailed home and 3 copies were given to MSS for filing (counsellors,

admin and G4files). A summary of students' final standings were emailed to MSS admins and counsellors to follow-up with for 2020-2021 timetabling. In addition, all eligible \$50 schoolcashonline deposits were returned at program end, July 31st.

Student success was excellent. The overall failure rate was about 3%.

Staff Recommendations:

-Continue to offer grade 9 English and Math next year as students expressed appreciation for being able to participate and felt it better prepared them to transition to MSS in September. We had a very strong teaching staff this year that discussed what life was like at MSS with these students in hopes of preparing them for their grade 10 year.

-Train clerical staff (myEd entry and SchoolCashOnline) on the Thursday and Friday before the program begins on the following Monday...if no clerical staff is assigned prior to enrolment brochures becoming public, have principal or someone who will be working in the program as primary contact/application recipient until a clerical member is assigned to the staff.

-In addition to 40% pre-requisite, include an attendance and or admin recommendation pre-requisite to enrol in Summer School.

-Running English 10 and WP Math 10 during the same time meant many students could only participate in one of the courses (this year we had quite a high rate of students who failed both these courses).

-As offering English 11 was incredibly successful, consider running grade 11 courses based on departments' needs in the future.

ITEM 7.1 Action

TO: Committee of the Whole
FROM: R. Cairns, Vice-Chair
SUBJECT: Holding Seats for Students during COVID-19

Recommendation

THAT the following motion be forwarded to the Public Board meeting on September 22, 2020:

That the Board defer any action on enrollment space allotment policy and guidelines until the Feb. 2021 enrollment counts are in, at which time the Board and Senior Staff will reevaluate.

Further this motion will be subject to the following requirements.

Requirements:

1. 1 For 20/21 as an emergency measure MPSD will hold seats at schools for students at Summit Learning Centre K-6. The Board and Staff will reevaluate after the Feb. 2021 second enrollment count.
2. Only students enrolled in Summit Learning Centre qualify as they are still within MPSD, students enrolled in other DL's or Home School options will not have their seats retained.
3. Waiting lists for schools of choice are frozen until the Feb. 2021 second count and revaluation, with some possible exceptions which staff identify.
4. Students attending Summit Learning Centre wishing to return to their regular school may only do so at natural junctures, eg: the first of the month or at the discretion of Senior Staff.
5. While the intent is to defer until the Feb. 2021 second enrollment count, MPSD Senior Staff and the Board may pause this exception to policy if demand is unsustainable and cap the variance.

Rationale:

Parents have expressed concerns of losing enrollment space for their child in various schools during this time of restart. We realize the school attendance counts will fluctuate during this time of acclimation. We also realize that holding space for students not attaining curriculum in our school district has further negative financial impacts for the Board and district. We as a Board will have a better idea of attendance and sustainability at the time of the second count in Feb. 2021.

1. **Summary:**
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity

- f. Risks
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 7.2 Discussion

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Committee of the Whole and Board meetings during COVID19 Restrictions

1. Summary:

This item is presented to discuss Board meeting parameters considering the physical distancing requirements in response to the COVID 19 pandemic. Meeting parameters to consider include in person, on-line video conferencing, and on-line video streaming meetings.

2. Background:

At the June Board meeting, the Board approved the Committee and Board meeting schedule for 2020-21. The schedule includes meeting locations for all meetings. All meetings since April were held via videoconference, except one in-person meeting held in August, to reduce the risk of spreading the COVID-19 virus. Although schools have reopened to in-person instruction, there are still restrictions to reduce the risk of spreading the virus.

3. Options:

- a. Continue holding meetings via videoconference until the risk of spreading the virus is eliminated.
- b. Hold in-person meetings, with restrictions:
 - i. the meeting location could be the cafetorium of Heritage Park Middle or Hatzic Middle
 - ii. in-person meetings could include the requirement to wear masks if physical distancing cannot be maintained.
- c. Hold blended meetings – in-person meetings, with live streaming / video conference capabilities

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact
Adding live streaming services or improving the video conference capabilities, would come with a cost. The Board may need to consider investing in additional technology solutions to improve the interaction with the public during the meeting (sound and video improvements).
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 7.3 Action

TO: Committee of the Whole
FROM: R. Cairns, Vice-Chair
SUBJECT: Anti-Racism Policy

Recommendation

THAT the Board look to implement an anti-racism policy in Mission Public Schools, then have staff develop one in conjunction with appropriate partner groups and bring back to the Board for consideration.

1. Rationale

While I believe this should be adhered to under our current Respectful Schools policy, I do not think that is enough to ensure that all people in our district are treated with dignity and respect. People in the school system are negatively impacted by systemic racism, no different than in society at large. I feel we did the same thing to protect people when we put together our Sexual Minority policy.

The Respectful Schools Policy does not include an education platform on this policy. In my view if you are not educated of the aspects of the human rights code and the negative impacts of violation to others and society, nothing changes. I believe everyone in the Mission Public School system should have a course on the policy and a refresher every two years.

So, for these reasons and others I believe a policy to support and ensure anti-racism in our district and a sense of belonging for everyone is necessary.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 7.4 Discussion

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Strategic Plan Review

1. Summary:

With the approval of the Strategic Plan in 2019, the Board committed to annually reviewing the plan, and any progress made to advance the plan. The plan is attached for consideration and discussion on reporting out on progress.

2. Background:

3. Options:

4. Analysis and Impact:

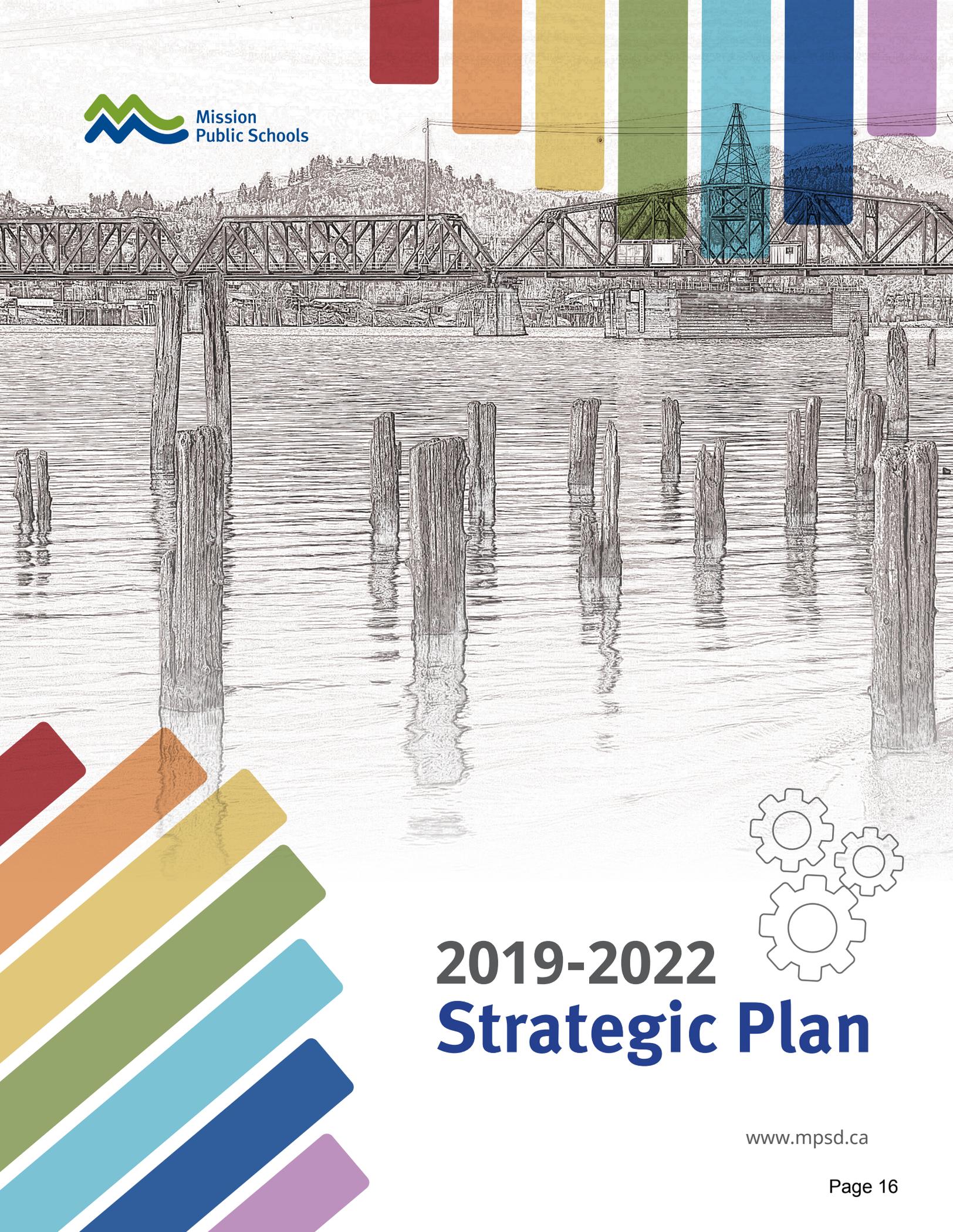
- a. Strategic Plan Alignment
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- d. Policy, Legislation, Regulation
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5. Public Participation:

6. Implementation:

7. Attachments:

- a. Strategic Plan



2019-2022 Strategic Plan

www.mpsd.ca

Acknowledgement

We begin our Strategic Plan by **acknowledging and honouring** the traditional territory and history of the Stó:lō people. **We acknowledge and honour** the four traditional territories of the following First Nation communities:

Leq'á:mel First Nation
Matheqwí First Nation
Qwó:ltl'el First Nation
Sq'éwlets

Mission Public School District **appreciates the vital role of All First Nations, Inuit, and Metis** peoples, groups, and associations, residing within the school district. **We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.**

Leq'á:mel First Nation



Matheqwí First Nation



Qwó:ltl'el First Nation



Sq'éwlets



Board of Education



Back Row (L-R)
Trustee Julia Renkema
Trustee Tracy Loffler
Trustee Shelley Carter

Front Row (L-R)
Trustee Randy Cairns
Trustee Rick McKamey

The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the operating and governance framework for the organization and is accountable to the Ministry of Education, the public, and education partners. The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing high

quality inclusive learning environments that will result in greater success for our students.

This document details the Board's objectives for Mission Public Schools to:

- Support Honouring Culture & Territory;
- Promote Student Centred Learning;
- Build Quality Teaching & Leadership;
- Create Effective Learning Environments;
- Focus on being Future Oriented.

The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.

The Board's specific goals for each objective can be found further on in this Strategic Plan and are intended to ensure that Mission Public Schools continues to be a fantastic place to learn, work, and grow.

Our Vision

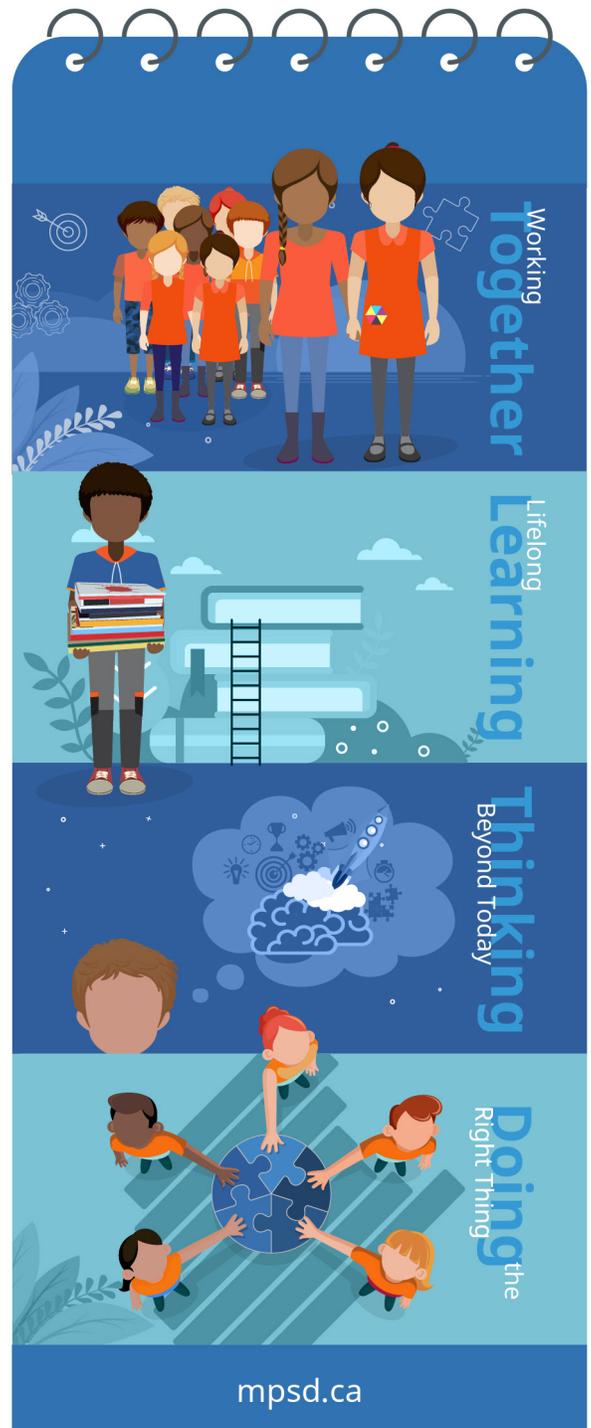
Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history. We are dedicated to honouring student voice and empowering our students to reach their potential.

Our Values

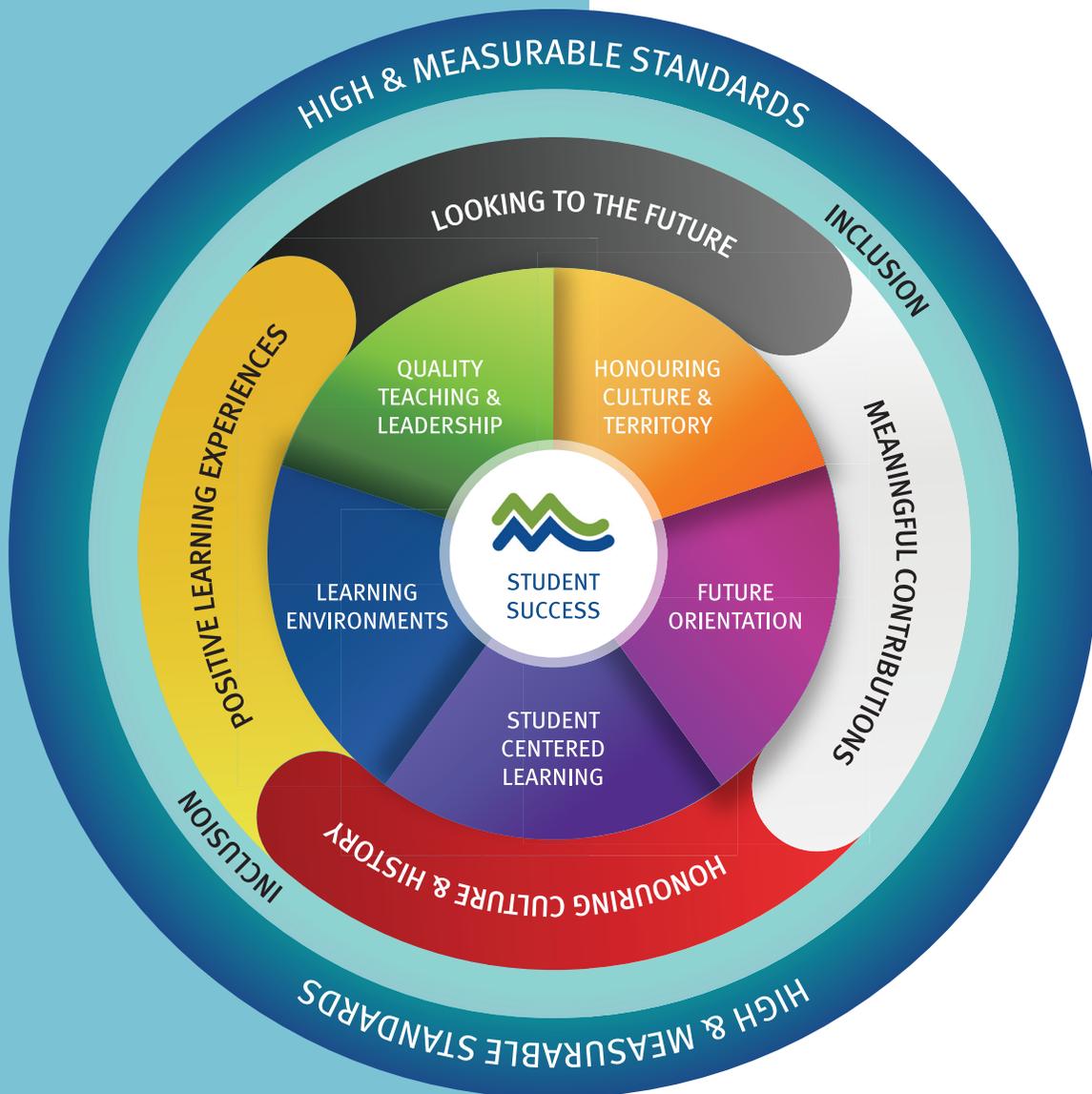
- Working Together*
- Lifelong Learning*
- Thinking Beyond Today*
- Doing the Right Thing*



Strategic Priorities

The Mission Public School District supports the development of the educated citizen, to “enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.” (Ministry of Education, 2019)

The Board has aligned its strategic priorities with the Ministry’s vision for student success.



Honouring Culture & Territory

Mission Public Schools is privileged to exist on the unceded, traditional, and shared territories of the **Leq'á:mel**, **Matheqwí**, **Qwó:ltl'el**, and **Sq'éwlets** peoples. We are cognisant of this debt, and our obligations to work with First Nations partners to work in the best interests of their culture and people.

Mission Public Schools is also conscious of the presence of a former residential school, St Mary's, in the area, adding a further obligation to our duties to reconcile with Indigenous communities.

GOALS

1. Equitable education outcomes for all Indigenous students in Mission Public Schools
2. Halq'emeylem language expanded
3. Stó:lō Culture integrated into all schools

STRATEGIES

1. Embed Indigenous Worldviews and Perspectives, specifically of the Stó:lō, into the curriculum using best pedagogical practices
2. Provide a variety of supports for students of Aboriginal ancestry
3. Ongoing support for our Enhancement Agreement
4. Local Education Agreements, as requested

MEASURES

1. Increase in % of students exposed to Halq'emeylem
2. Six-year completion rates
3. Student surveys

Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment.

Our education system will enhance our efforts to prepare all students for lifelong learning, the use of technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.



GOALS

1. Students are flexible, adaptable, and resilient
2. Students embrace diversity in a complex and pluralistic society
3. Learning environments provide contemporary tools to assist learning and skill development
4. Promoting environmental stewardship and sustainability



STRATEGIES

1. Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility
2. Application of technology to enhance learning across curricular areas
3. Encourage programming that exposes students to the local and global community



MEASURES

1. Degree of technology used in the learning environment
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Student Survey on community engagement

Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.
(Ministry of Education, 2019)



GOALS

1. Positive Learning Experiences
2. Provide choice of how, when, and where student learning takes place
3. Students and Teachers collaborate in the learning environment



STRATEGIES

1. Encouraging Student Engagement and Feedback
2. Offer financial support for programs of choice/personalised learning
3. Community engagement and program oversight



MEASURES

1. Annual surveys of student satisfaction on flexibility and choice; various student engagement opportunities
2. Enrolment statistics in varied programs/courses

Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests.

To offer healthy learning environments where students, families, and educators can focus

on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition. (Ministry of Education, 2019)

GOALS

1. Welcoming, healthy, and safe working and learning environments
2. Students and employees embrace physical, mental, and emotional wellness
3. Every school is inclusive
4. Every school is accessible

STRATEGIES

1. Foster empathy and understanding in staff and students for diverse learners
2. Develop mental health programs in collaboration with external organizations
3. Incorporate physical literacy and health programs
4. Inventory accessibility issues at every site, and develop plan to remedy as necessary
5. Continue to advocate for new facilities
6. Full implementation of any/all Worksafe recommendations

MEASURES

1. Continuous review of Facilities renewal
2. Review of Mental Health Initiatives

We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something... Inclusive education relies on the diversity of its ecosystem, to not only promote coexistence and tolerance, but to thrive on the learning and interaction of each person in the community
— Shelley Moore

Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs.
(Ministry of Education, 2019)



GOALS

1. Highly competent staff in all positions in the School District
2. Teachers adapt to the rapidly changing educational environment and needs of students
3. Teachers act as guides and coaches for all students.



STRATEGIES

1. Financial support of curriculum
2. Providing professional learning and collaboration opportunities for staff to support students
3. High standards for recruitment and retention
4. Ongoing quality evaluation processes for all educational staff
5. Growth Plans for Educational Leaders



MEASURES

1. Engagement/participation in Learning Series
2. Financial commitment to teacher mentoring, leadership, collaboration, and professional learning opportunities
3. Continued implementation of Technology plan
4. Review of Growth Plans



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*Mosaic River of Belonging displayed at Heritage Park Middle School.
Salmon Carvings created by Squamish Carver **Peter Gong**.
Art work and design created by students and staff.*

**School District #75 (Mission)
Special Committee of the Whole Meeting Minutes**

**August 25, 2020, 4:00 pm
Heritage Park Middle School & Via Videoconference
33700 Prentis Avenue, Mission, BC**

Members Present: Board Chair, Tracy Loffler
Trustee, Shelley Carter
Vice Chair, Randy Cairns
Trustee, Rick McKamey
Trustee, Julia Renkema

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
District Principal of International Education, Collen Hannah
Executive Assistant, Aleksandra Crescenzo (Recorder)

Others Present: CUPE President – Faye Howell, MTU President – Ryan McCarty, School Principal – Linda Hamel, and DPAC Representatives Dionne Hairsine and Cheryl.

1. CALL TO ORDER

The meeting was called to order at 4 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. STAFF REPORTS

3.1 Restart Plan - September 2020

The Chair noted that COVID related plans can change rapidly. The purpose of today's meeting is to communicate the information that is

available as of today. Overarching themes for today's discussion include items like media issues, holding spots for programs/ schools of choice, learning groups and what happens if a staff member or student gets infected or reports symptoms.

The Superintendent provided an overview of the restart plan for Mission Public Schools. Highlights included the guiding principles for the plan, learning group challenges, models for elementary, middle and secondary schools, distance learning, overall health & safety, COVID procedures, communication with the public and partner groups and looking ahead. The Superintendent noted that holding seats has many challenges and may affect School District funding.

Questions and comments were shared about school waiting lists, learning groups, processes for when a student or a staff member is ill or contracts COVID, social distancing, masks, challenges with applied skills and possible workarounds, liaison workers, and limitations with playing sports.

A request was suggested that the Board discuss a policy on masks and require that all adults in the building wear a mask.

Below are the questions and responses presented during the meeting:

Why not surrey's model for 10- 12? This model would be a significant cost (approximately \$400k) to the School District.

What about teachers with medical issues. Will there be accommodations?
Yes, accommodations do exist.

Remote school options consist of Summit Learning Centre for elementary and secondary grades.

What if we are at 60% enrollment? Are we looking at reducing classes?
The School District would look at moving resources.

If a staff member gets a typical cold and stays home for 3-5 days, can they return when they feel better? Yes, pending that the doctor confirms it's just a cold.

Noon hour supervisors are not connected to a learning group.

Will TTOCs receive H&S training? Casual employees will be brought in one of the two first days for training.

Will DL teachers receive additional support with an influx of DL students? Yes. It will take time to complete the onboarding and training plan. It needs to be done in a graduated process.

Will teachers be provided with handheld thermometers? No

Is there any way we could school at home with support from teachers as we did March thru June? Or even split the LG to keep numbers lower and only have elementary children in school part-time, as we did in June? The Ministry has directed that SDs provide face-to-face instruction.

Are the Trustees satisfied that the plan will keep staff and students safe? The plan will minimize safety issues, we have to start somewhere, it is a fluid plan that will be updated as we move along.

The secondary school plan is set - we were waiting for confirmation from the Ministry. The middle schools have a few challenges that are being worked out.

Are there daytime custodians in elementary? Yes, we are hiring 8 more positions, but we are experiencing challenges with filling them.

What learning options are being offered remotely for children with special needs? It was recommended that parents reach out to the Director of Student Services for the best options for their child/ children.

Are we increasing noon hour supervisors time? We are not sure.

Will we have access to assessment software? The Tech committee needs to meet to discuss software options.

A question was asked about the one stall and bathroom at MSS. The Superintendent needs to have a conversation with the principal about this item.

Is there going to be specific PPE requests from individual schools? Student Services will have specific requests, some staff may request items based on personal needs. No requests will be made to families. Masks will be provided to students, but there is a limited supply.

A question was asked about flu shots. We are working out the details for this year. We experienced difficulties finding a contractor to fulfill last year contract.

Are schedules going to change for grade 12 students? Minimal changes but it is a possibility.

Are teachers allowed to diplomatically ask students to wear masks? Yes, but a parent can challenge this request.

MOVED and Seconded to extend the meeting by 15 minutes.

CARRIED

When will secondary students receive a notice when to report to school? The SD was waiting for the Ministry's approval. Notices will be forthcoming.

Will MyED be available at the start of the school year? It was down for work-related updates. The Superintendent will follow-up on this item.

4. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:33 pm.

Chair, Board of Education

Secretary-Treasurer
The minutes were approved on
[DATE] at the [NAME] meeting.

September 2nd, 2020

Dear Parents and Guardians,

I hope you are well at this challenging time. As you are no doubt aware, details about BC's return to school plans have changed several times over the past few months. Mission's plan can be found here <https://www.mpsd.ca/District/covid19/Pages/default.aspx#/=> along with other related documents.

Broadly, school will be full time for most students. In Middle Schools, students will be on the 'Quarter System' and will not be in attendance Wednesday afternoons at this time. At Mission Secondary, students will be on a rotating schedule of attendance, and details have already been provided to parents and students. Please note that while the first day of school is Thursday, September 10th, and is a full day, at some larger schools only a portion of the school population will be there that day. Your school will have contacted you with their plan for the first two days.

While school will appear similar to pre-Covid times, there are a few changes to be aware of. We ask that parents or community members that wish to enter school make arrangements with the school, as we are limiting the number of visitors at any given time in the building. As previously noted, masks will be required in Middle and Secondary schools, as well as on buses. Further, while schools will be providing masks, we do not have an unlimited supply of masks and other PPE, and would request that parents provide masks as necessary for children.

While Mission Public Schools is making every effort to ensure schools are safe, clean, and joyful places for learning, we know that for a variety of reasons some members of the community cannot attend their regular school at this time. Please find attached a document outlining the various options available to students. I suspect the most significant point of interest is that Mission will be planning to hold seats for students that enroll in Summit Learning Centre for 2020.

Parents considering their options should discuss with their current school principal. Please be aware that whenever students transfer schools or programs, there is inevitable loss of learning and delays in returning to class. Further, in order to honour the seat holding plan, it is expected students enrolled in Summit DL fully engage in that program if they wish to return to their regular school in the future. Also, DL programs province wide are experiencing significant increases in enrolment at this time, and we ask for your patience as the system expands to accommodate and work with your child.

Finally, these are trying times. Across the globe, people are tired, frustrated, isolated, scared, or even angry. While things are largely better in BC than many places, the same emotions are seen here. Every political, philosophical, and emotional position on Covid is seen in Mission and one of the purposes of public education is to allow us to all navigate these

uncharted waters together, despite our differences. I would ask that we all practice kindness, patience, and understanding to those with divergent views from your own, and remember that every member of the Mission community, including children, teachers, our staff, and your families has had to struggle through this time, each with their own story.

If you have questions about your specific school, please connect with your principal, and you are always welcome to contact me at angus.wilson@mpsd.ca to discuss Mission's plans further. Please take care of yourselves and each other.

Sincerely,



Angus Wilson
Superintendent of Schools

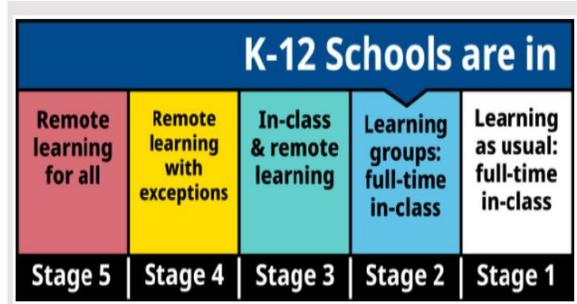
EDUCATION OPTIONS FOR FAMILIES IN MISSION

Currently the Province of British Columbia is in Stage 2, which supports in class instruction. The BC Return to School Plan can be found here

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school>

with students returning safely to school with limited student interactions in Learning Groups. Families in Mission that are unable to return to school, or unsure about regular schooling, do have other possibilities.

Please see below for a variety of options parents in Mission may consider as alternatives to their regular school placement.



Summit Learning Centre	Distributed Learning. Students work from home under the direction of a certified teacher. Can transition to regular school at specified times during the year.
Home Schooling	Parent directed program. Can transition to regular school at specified times during the year. In school seat may not be guaranteed.
Hospital Homebound Program	Certified Teacher provides support for students at home with significant health impairment issue. Can return to school as deemed medically safe to do so.
Other District DL Programs	Distributed Learning via another School District. Students work from home under the direction of a certified teacher. Seat at regular school is not guaranteed.

ADDITIONAL SUPPORTS

Mission Public Schools is endeavouring to expand support for students outside of the regular school program.

- As noted above, students enrolled in Summit Learning Centre can 'hold' their seat at their current school and transition back during the school year
- Hiring teachers in positions such as French Immersion DL support, Indigenous Outreach Support, additional Summit DL positions, and more

QUESTIONS

angus.wilson@mpsd.ca